



# Developing a Typology of Informal Skills Learning Places in Nepal

**Authors:**

Durga Prasad Baral

**Contact**

Kathmandu University  
School of Education  
Post Box 6250  
General Post Office  
Kathmandu, Nepal  
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Financed by:



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**DEVELOPING A TYPOLOGY OF INFORMAL SKILLS LEARNING PLACES IN  
NEPAL**

Durga Prasad Baral

A Paper presented to International Conference on Technical and Vocational Education and  
Training (ICTVET)

11-12 September 2019

Dhulikhel, Kavre

(Final Draft)

December 2019

**Acknowledgments:**

I thank the SDC, the Swiss National Science Foundation and SDC Nepal for financing the research. I am grateful for the inputs and support provided by Prof. Mahesh Nath Parajuli for the completion of this paper. I also thankful to the scholars who provided feedback at the International Conference on Technical and Vocational Education and Training (ICTVET) held on 11-12 September 2019 in Dhulikhel, Nepal. I would like to thank Mr. Prakash Kumar Paudel, KUSOED, for his support on editing and framing the paper.

# DEVELOPING A TYPOLOGY OF INFORMAL SKILLS LEARNING PLACES IN NEPAL

## **Abstract**

The dominant category of the labour forces of Nepal is the workers from the informal sectors where basically informal skills learning occurs during the work. However, informal skills learning is not only limited to informal sector job. It can take place in all types of organizations, enterprises and institutions, of both formal and informal sector. It is estimated that more than eighty percent of workers in Nepal acquired their occupational skills during their work. However, it is not evident what are the typologies of working places of those informal skills learners. Taking qualitative approach of inquiry, this paper analyses the existing legal frameworks and literature from the domestic cultural practices. Based on this analysis, it presents a typology of informal skills learning places in Nepal developed mainly considering the points prescribed by Bailey (1994). It is claimed that the typology provides a sound conceptual basis for identification of main categories and sub-categories of informal skills learning places in Nepal.

*Key words: informal skills learning place, typology, informal employment*

## Introduction

Informal sector is a dominant economic sector of Nepal where more than 80 percent of the total workforce is involved (Ministry of Labour and Employment [MoLE], 2014; World Bank, 2019). Workers working in this sector generally acquire occupational skills during their work. However, such learning is not only limited in the informal sectors but also happens in other work places such as government, non-government, private sector business and industry etc. Informal skills learners are the workers, either working in the informal or formal sectors who learn skills during the work. Informal skills learning place is the employment entity, whether formal or informal, in which a person works and learns work related skills as well as soft skills such as dealing with customers and working in a team.

The dimension of informal economic sector and consequently the informal skills learning is broad in Nepal but it is less researched area (International Labor Organization [ILO], 2004). A recent study on Labour Market in the four occupational sectors—Agriculture, Engineering, Health, and Hospitality by the Council for Technical Education and Vocational Training (CTEVT) also did not cover informal employment in the informal sector (Council for Technical Education and Vocational Training [CTEVT], 2016).

Some studies about Technical and Vocational Education and Training (TVET) sector in Nepal show the prevalence and importance of experiential learning (Regmi, 2009; Adhikary, 2012; Dhungel, 2014). But the typology of those experiential or informal skills learning places are not yet developed. The mapping of such informal skills learning places can be instrumental to reduce the disparity in providing educational and training opportunities to youth and support to broaden the skills assessment and certification activities in the country.

In this context, this paper provides a sketch of informal skills learning places in Nepal. Particularly, it provides a typology that helps to understand the informal skills learning places and their formality. This would ultimately support on achieving goals of increasing access of

interested people to TVET and making TVET Funds efficient by minimizing training costs(Government of Nepal [GoN], 2012).

After providing a brief overview of introduction and use of typology, some examples of typology in the sector of TVET will be presented. Then, I will present methods and techniques of developing a typology and present developed typology of informal skills learning places in Nepal. Finally, the paper concludes with reflections and implicates for future researchers.

### **What and Why of Typology**

Typology is commonly used in day to day life. Even farmers, labourers, and social workers use typology in their daily communications in informal way. For instance, a farmer understands and expresses the type of farm-land (according to its fertility, irrigation viability and other experience based criteria) and suitable crop (vegetable, grains or fruits) for the cultivation. An artisan can have a list of appropriate tools for performing a particular work. Similarly, a social worker can make a strategy to deal with people depending upon their social background and educational status. In this sense, typology is a “classification” (Bailey, 1994, p. 2) of the phenomena based on certain relational variables which is understood as “ordering of entities into groups or classes on the basis of their similarity” (p.1).

The main purpose of a typology is presenting a simplified picture of a complex phenomenon for preparing an analytical tool. Such a tool helps comparing and mapping empirical information. It is a tool for systemic analysis which can act as a “bridge” (Collier et al., 2008, p. 162) between quantitative and qualitative research which helps to make comparison between quantitative and qualitative information. The scope and use of typology is broad. In the following section, I present some examples of typologies from the field of technical and vocational education and trainings.

### **Typologies and its Use in TVET Sector**

Typologies are used in various sectors including Technical and Vocational Education and Training (TVET). Some examples are: a typology of work experience developed by David Guile and Toy Griffith (2001); typology of knowledge, skill and competency by CEDEFOP (2006), and typology of training funds developed by Johanson (2009). The typology developed by Guile and Griffith (2001) is presented in a matrix which contains different five models of work experience—traditional, experimental, generic, work process, and cognitive—in columns, and different six features of work experience in the rows. Those features include purpose of work experience, assumption about learning and development, practice of work experience, management of work experience, outcome of work experience, and role of education and training provider. Thus the typology provides different thirty cases based on the individual cells of the matrix, which helps on identifying these cases, based on the particular context. This wider coverage of the cases of work experience shows the strength of specific typology prepared by Guile and Griffith (2001) but this typology is less comprehensible for general readers.

Similarly, the typology of knowledge, skill, and competency developed by CEDEFOP with the involvement of trio-scholars Jonathan Winterton, Françoise Delamare-LeDeist and Emma String is also presented in a matrix with three columns of knowledge, skills and competencies, and attitudes, which are standardized from level one to eight (CEDEFOP, 2006; p. 62). This typology formation was performed based on three major steps. The first step was identification of description of elements. The next step was specification of terminologies used. Finally, the typology was developed including its utility in Europe and other countries. This typology is presented in a simple matrix and practical but difficult to translate at implementation level (CEDEFOP, 2006). In this sense, even a typology is comprehensive and clear, contextualization is necessary for its effective use.

The other example of typology developed by Richard Johanson (2009), is related with training funds based on the review of more than sixty countries implementing pre-employment and enterprise training funds. The typology highlights good practices in technical and vocational education and training; and addresses training fund designing issues. Further, it presents training fund as an international issue (Johanson, 2009). The typology developed is presented in a three by two matrix. The rows contain pre-employment training fund, enterprise training fund and equity training fund whereas column displays main purpose and financing sources of these trainings (Table. 1). The typology is very simple and provides a clear description of training funds and their characteristics that have made it usable by policy makers and planners working in the area of fund planning and management.

Table.1 A Typology of Training Funds

<b>Type</b>	<b>Main Purpose</b>	<b>Financing Sources</b>
1. Pre-employment Training Fund	Finance the expansion and delivery of initial training before employment	Payroll levy- revenue generating
2. Enterprise Training Fund	Provide incentives to increase in-service training of workers within enterprises	Payroll levy- incentive schemes
3. Equity Training Fund	Increase opportunities for skills acquisition by disadvantaged groups not covered by enterprise schemes	Public subsidy, levy or donors

Source: Johanson, 2009

Based on these typologies, it can be perceived that typologies are prepared according to a need for presenting analytic framework or systematization of information. However, there is a debate among the scholars on common procedures and techniques of preparing typologies. In this regard, the following section briefly presents some global concepts and methods of developing a typology.



## **Typology Formation Methods and Techniques**

Literature on typology development supports that the method of developing typology depends on the purpose of typology and its use. Furthermore, the context where the typology is to be used also a primary concern of typology formation (CEDEFOP, 2006). The major points to be considered during preparation of a typology is maintenance of minimization of “within-group homogeneity” and maximization of “between-group heterogeneity”(Bailey, 1994, p. 1). It means that a typology should be designed in such a way that there should not be a chance of repetition or overlapping of the particular category of information. For the successful typology development, the main requirement is the “ability to ascertain the key or fundamental characteristics on which the classification is to be based”(Bailey, 1994, p. 2). However, this is not always possible. Probably one of the reasons that the developer of typologies, mainly qualitative one, have to face the criticism that they develop “simplistic classification systems”(Doty & Glick, 1994, p. 230).

Considering these main features, I analyzed and developed the typology of informal skills learning places in Nepal. In the following section, I present the basis of developing this typology.

### **Typology of Informal Skills Learning Places in Nepal**

Informal learning can happen everywhere since it “takes place in the daily work situation” (Kyndt et al., 2009 as cited in EAPRIL, 2015). Furthermore, it can occur in every type of work setting and provisions. So, there is challenge of incorporating every probable case while preparing a typology as there should be an appropriate place assigned for each probable individual case.

Generally, typologies are constructed using rows and columns with assigned cells to each probable category (Bailey, 1994).Following the similar approach, I have constructed typologies using rows and columns but slightly in a different way. The difference is that the

number of sub-categories under each category is not identical. For instance, among the five categories, four have five sub-categories each and one category has only two sub-categories. These categories and sub-categories of informal skills learning places are made according to the existing legal frameworks related to employment and social practices which are— modernity of occupational sector employed, size of employing enterprise, regularity of employment, industry sector of employment, and governance of employing organization. Albeit Nepal Standard Industrial Classification (NSIC) categorises economic and industrial activities under different 21 sections, 238 groups and 419 classifications (Central Bureau of Statistics [CBS], 2019) , they can be fitted under these five categories and their subsequent sub-categories.

Besides the categories and sub-categories of informal learning places, the typology also provides a tentative direction of increment and decrement of formality of such learning places (of employment). For this, sub-categories under each category of informal skills learning are placed in sequential increasing order of formality from right to the left (Table. 2).

In the following section, I provide the major categories and their subsequent sub-categories that are incorporated in the typology.

### **Category-1: Modernity of Occupational Sector Employed**

In Nepal, traditional occupational practices are being transferred from generation to generations (Kafle, 2007). These practices are rooted on the occupational classification based on caste-system. However, in the recent decades, people are shifting their occupations to newly emerged area such as manufacturing and services. Such newly emerged occupations are either called non-traditional or modern (Asian Development Bank [ADB], 2009). Thus, in broader categorical classification, there are mainly:

*Sub-category-1. Modern occupations*

*Sub-category-2. Traditional occupations*

Table 2. A Typology of Informal Skills Learning Places in Nepal

Sub-category Category based on	1	2	3	4	5
1. Modernity of occupational sector	Modern and traditional				
2. Size of employing enterprise	Big	Medium	Small	Cottage	Micro
3. Regularity of employment	Regular	Part-time	Time-bound	Work-based	Causal
4. Industry sector of employment	Professional/ Admin.	Tourism and hospitality	Manufacture	Construction and water- supply	Agroforestry and mining
5. Governance of employing organization	Government (Civil)	Government (Other)	Corporate bodies	Private-formal	Private-informal

← High Formality of employment Low

These modern and traditional occupations (category-1) cover all economic sectors. So, in the typology, rather than providing individual cell for both sub-categories (modern and traditional occupations), they are placed in the same cell in the typology which shows the existence of these occupational sectors under each other categories (category 2, 3, 4 and 5). As most of the traditional occupational practices are under the informal economic sector, this is the dominant employment area in Nepal. Though disaggregated data on the number of workers employed in the traditional and modern occupational areas is lacking, recent report of Nepal Labour Force Survey 2017-18 indicates the dominance of the employment in Agriculture, Forestry and Fishing (more than one fifth of the total employment) (CBS, 2019; p.20), which is basically based on traditional occupations. Furthermore, traditional occupations are also in other sectors such as mining and quarrying as well as construction. Thus, the size of traditional occupational employment is big. Similarly, in different other occupational sectors considered

as modern such as manufacturing, motor vehicle and motor parts, accommodation and food services, education, the proportion of employment is considerable.

### **Category-2: Informal Skills Learning Places as per Size of Employing Enterprise**

This category of informal skills learning places is based on the size of occupational enterprises. In Nepal, according to the Industrial Enterprise Act, 2073 (2016); enterprises and industries are classified into different five types as micro-enterprises; cottage industry, small industry, medium industry and big industry (GoN, 2016; p.5). Based on this provision, informal skills learning places under this category are sub-categorised as following:

*Sub-catetegory-1. Big Industry.*

*Sub-category-2. Medium industry*

*Sub-catetory-3. Small industry*

*Sub-category-4. Cottage industry*

*Sub-category-5. Micro-enterprises*

As defined by the Industrial Enterprise Act, 2074, the first sub-category is Big Industry. The industries and corporate houses under this subcategory are in big-scale. The Act provisions to have the permanent capital of more than 250 million Nepali Rupees for such industry. Similarly, the second sub-category is Medium Industry which has fixed capital of 100 to 250 million Nepali Rupees. Likewise, the third sub-category is Small Industry (except micro and cottage industries) with fixed capital up to 100 million Nepali Rupees. Finally, the fourth and fifth sub-categories are the Cottage Industry and Micro-Enterprise respectively as defined by the Act. These two types of industries and enterprises have some additional provisions except the ceiling of fixed capital. For instance, a micro-enterprise has maximum of 500 thousand Nepali Rupees fixed capital and can have five million Nepali Rupees annual turn-over. The act also conditions proprietor to work as a worker and can hire maximum nine employees. A cottage industry is not defined by the fixed capital and annual turn-over but it is specified

according to the skills, raw materials and tools and equipment used. Furthermore, the act guides cottage industries and desires such industry to follow traditional skills and adopt local technology. Likewise, the industry should be based on local resources, arts and culture; and the capacity of machinery and equipment should not be more than ten kilowatts (GoN, 2016; p.5).

The sub categories (1-5) are placed from left to right side where the formality of employment decreases accordingly. Here, the characteristics of formality is estimated based on practice and legal provisions. The main differences between the formal and informal economy, as ILO (2004) defines, are based on certain practice and provisions. In the formal economic sector, formal contracts for the appointment of the workers are made stating wage or salary, working hours as well as other benefits. Whereas in the informal economy, such practice of formal contracts is generally not expected. The terms and conditions such as rates and work-hour is agreed verbally, if any. Legal protection provisions are either lacking or very poor (ILO, 2004) in such employments. Thus, in informal enterprises the industries are not registered, employments are rarely contract-based and terms and conditions are mostly verbal.

### **Category-3: Informal Skills Learning Places as per Regularity of Employment**

According to the Labour Act 2017, works are classified into five types based on the regularity of employment: regular, part time, time-bound, work-based and causal (MoLE, 2017). According to this classification, following sub-categories of informal skills learning places are made under this category.

*Sub-category-1. Niyamit [Regular] employment.* The employments which are based on the utilization of full time of the worker, as specified by the rule, is classified as *Niyamit* [Regular] employment. Generally, working youth aim for getting such regular employment because such employments are associated with benefits. However, such employment

opportunities are limited in Nepal due to the dominance of informal sector where more than half of the workers are estimated to be employed on the part-time basis (CTEVT, 2016). Hence, this sub category of *Regular Employment* is placed in the left edge of the typology.

*Sub-category-2. Ansik [part-time] employment.* The employments which are for short duration (35 hours or less in a week) is taken as *Ansik*[part-time] (MoLE, 2017), Though there is scarcity of literature which explains about the perception of people towards such part-time job, overall *Jagire*' mentality (desire for white collar civil service mentality) of people and perception of the society towards labourers as low level workers (Baral, 2019, Bista, 1991; Bhattarai, 2017) supports for putting this sub-category in the right side of the sub-category-1 (full time employment) in the typology.

*Sub-category-3. Samayagat [time-bound] employment.* This sub category is employment based on certain period with the objective of completion of a particular work or service is classified as *Samayagat*[time-bound] employment (MoLE, 2017). As such provisions are generally in the informal sectors, this is placed right to the sub-category-2 (part-time employment).

*Sub-category-4. Karyagat [work-based].* Similarly, an employment based on the completion of specific task is taken as *Karyagat* [work-based] employment (MoLE, 2017). The major difference between *Samayagat* and *Karyagat* employment is the type of work agreement. If a person is hired for a certain period of time to execute a certain work is considered as time-bound employment. Whereas work-based employment is based on the contract with specified period of time with the obligation of completion of a particular work.

*Sub-category-5. Causal [Akasmik] employment.* The employment which is not foreseen and provisioned for a very short period of time is known as causal employment. According to the Labour Act 2074, duration of such employment is of seven days or less within a month (MoLE, 2017).

Though disaggregated data on the size of worker under these sub-categories is unavailable, the bigger size of job-seekers (69 percent) who were searching job since less than a year (CBS, 2019) indicates that most of the unemployed youth had worked in the past on the job of temporary nature. Thus, the sequence of sub-categories under this category from left to right is placed in the sequence of regular, part-time, time-bound, work-based, and casual.

#### **Category-4: Informal Skills Learning Places according to the Industry Sector of Employment**

Industry sector also provides space for informal learning. National Employment Policy Nepal, 2014 classifies six employment sectors – agriculture, manufacturing, construction, tourism, information and communication technology, and water resources and energy (MoLE, 2014). Accordingly, Labor Force Survey 2017-2018 provides approximate cluster of different industry sectors employment. However, disaggregated information on what is the employment size in these areas is lacking. Based on the headings in the Labor Force Survey, I clustered 21 industry sectors (CBS, 2019; p. 20) under main five sub-categories. In the typology, these sub-categories are sequenced in decreasing order of formality from left to right.

*Sub-category 1. Professional and Administrative Sector.* This sub-category includes different eight industry sectors of employment including Information and Communication Technology (ICT). Among the seven million employed population in Nepal, employment under this sub-category is 15 percent. It comprises information and communication technology; electricity, gas, steam and air conditioning supply; professional, scientific and technical activities; administrative and support service activities; public administration and defense, education, human health and social work, and activities of extraterritorial organizations and bodies (CBS, 2019; p.20).

Among these sub categories, ICT sector, is growing at large scale despite its insufficient resources and infrastructure (Sharma, 2016). Information and Communication Technology

(ICT) Policy, 2072 (2015) also recognizes the increased need and interest of people on ICT provisions for making it affordable and accessible to all citizen (Ministry of Information and Communication [MoIC], 2015). In this sense, it can be said that aspiration of Nepali people toward ICT is growing rapidly. All the employments under this sub category are more associated with the formal sector and thus they are placed in the very left side of the category.

*Sub-category 2. Tourism and Hospitality Sector.* Tourism and hospitality sector is a growing sector in Nepal. Among the total 21 industry sectors, four are included under this sub-category which sums 7.6 percent of total employed people. It includes accommodation and food service activities; arts, entertainment and recreation; real estate activities. For the purpose of making typology financial sector including real states and insurance activities are also put under this sub-category.

According to the survey report of Ministry of Culture, Tourism and Civil Aviation 2015, the tourism sector covers enterprises that range from very small informal hotels, restaurants, and home-stays to organized international standard star hotels where more than 138141 people are employed (Ministry of Culture, Tourism and Civil Aviation [MoCTCA), 2015). Tourism is also a “significant contributor to employment generation and foreign exchange earnings” (p. XI). Considering comparatively higher employment in the formal sector, this sub-category is put in the second order, left to the sub-category-1: *professional and administrative* sector.

*Sub-category 3. Manufacturing, Trade and Service.* The manufacturing sector of Nepal has not flourished yet. Among many reasons, continuous shortage of electricity supply as well as unstable political situation of the country is majors for it (Supporting Economic Transformation [SET], 2017). Nevertheless, this sector is still one of the major employment sectors, particularly for seasonal and part-time works. According to the Labour Force Survey, 2017/18, the size of employed people in manufacturing sector is 15 percent (CBS, 2019; p.20). In addition to manufacturing sector, other three industry sectors—wholesale & retail trade,



repair of motor vehicles & motorcycles (17.5 percent); transportation and storage (4.5 percent); and other service activities (2.2 percent) are also included in this sub-category. Thus, this sub-category which covers 39.4 percent of all employment, is the biggest in the category of *manufacturing, trade and service*.

*Sub-category 4. Construction and Water-Supply.* The construction sector is growing economic sector of the country which employs about one seventh (13.8 percent) of the total workforce (MoLE, 2014; CBS, 2019). In this typology, employment in water supply industry is also put under this sub-category which have share of 0.6 percent in total (CBS, 2019; p.20). Thus, this sub-category covers 14.4 percent of the total employment. The modern construction technology is gradually being introduced however the traditional informal practice of construction is still prevailing in the residential building construction. Though there is high demand of skilled workforce in this sector, it is still prevalent of low and semi-skilled workers who generally lack educational opportunity (CTEVT, 2016).

*Sub-category 5. Agro-forestry, mining and private household.* Though agriculture sector in Nepal is shrinking in recent years it is still one of the major contributors which shares more than one fourth (27.6 percent) of the GDP (Ministry of Finance [MoF], 2018, p. 3). Similarly, this sector which includes agriculture, forestry and fishing industry is a big employment provider. The sector shares 21.5 percent of total work force of the country (CBS, 2019; p.20). However, mostly, agricultural occupational activities are limited to traditional practice of subsistence farming. Normally, people engaged in this occupational sector are informal workers, this sub-category is placed in the last (fifth in order) from the left side of the typology. Besides agriculture, forestry and fishing other two industrial sectors mining and quarrying are also included in this sub-category. Thus, this sub-category has the total share of 23 percent in the total employment.

## **Category-5: Informal Skills Learning Places according to Governance of Employing Organizations**

Some legal frameworks such as Constitution of Nepal (GoN, 2015), Public Service Commission Act, 2066 (GoN, 2010), Local Self Governance Act (which is inactive at present) (GoN, 1999) support to classify employing organizations into main five following sub-categories.

*Sub-category-1. Government Organizations (Civil Service).* Public Service Commission (PSC) is a statutory body established and operated by the provision of the Constitution of Nepal (2015). Civil service employees are selected, appointed and promoted by Public Service Commission through intensive evaluation in the recruitment process. According to the recent data of Ministry of General Administration, there was slightly more than 80 thousand civil servants' position at the eve of state's restructuring process. However, the number has been frequently changing along with reformation of the governance structure in the past. This number been remaining around 100 thousand (Ministry of General Administration [MoGA], 2014) which is considerably less in comparison to the size of total 7.1 million workforce of the country (CBS, 2019).

*Sub-category-2. Other Government Organizations.* Other government organizations are mainly the national security organizations such as Nepal Army, Nepal Police, and Armed Police Force. The Public Service Commission involves in the process of recruitment and promotion of employees of such organizations (GoN, 2010; GoN, 2015). Similarly, the employee in the community schools and universities is appointed by an independent commission formed by government (Teachers Service Commission [TSC], 2019; TU-Service Commission, 2019) with the involvement of Public Service Commission (PSC, 2015). Employees of other institutions such as technical schools and polytechnics can also be placed under this sub-category.

As this sub-category includes all national security forces as well as teachers of community schools, colleges and universities, the number of employees in this sub-category is larger than civil service (sub-category-1). The number of teachers (receiving salary from the public fund) only is around 150 thousand (Ministry of Education [MoE], 2018) which is more than the size of civil servants.

*Sub-category-3. Corporate Bodies.* The constitution of Nepal, 2015 under the section-23 on Public Service Commission mentions about “Corporate Bodies”. The corporate body includes corporations, authorities, councils and similar organizations. It is relevant to incorporate such organizations under this sub-category since the government shares more than 50 percent in the establishment and operation. The employee in these organizations are selected, appointed and promoted according to their legal frameworks which aligns with the provision of Public Service Commission (GoN, 2015). Furthermore, this sub category also includes the employees who are appointed in the local government units according to the previous Local Self-Governance Act, 1999 and present Local Government Operation Act, 2074 that substitutes the previous provision of the Act. (GoN, 1999; MoLE, 2017).

*Subcategory-4. Formal Private Organizations.* Organizations and institutions running in the formal private sector such as business, industry and enterprises are categorized under this sub-category. Generally, the selection, appointment and promotion of the employees in such organizations is performed according to their institutional procedures and guidelines. The nature of management in these organizations are flexible though they follow general guidelines provided by the Government (GoN, 2019). This sub-category also includes national and international non-governmental organizations (NGOs) as these formal organizations are also functioning with less control and guidance of the government. (United Nations Development Program [UNDP], 2019)

*Subcategory-5. Informal private organizations.* These organizations are generally, not registered in the government system. Selection, appointment and promotion is made based on the verbal agreements between the owner and the employee (ILO, 2004). As the informal private sector is dominant economic sector of Nepal (World Bank, 2019), the size of this sub-category of informal skills learning place in the typology is apparently the biggest of all.

The high competition in the recruitment process of employees' in the Public Service Commission, Teachers Service Commission and in security organizations shows that attraction of youth for getting employment in such organizations is very high. In the year of 2016/17, number of applicants in the government positions was almost 100 times more than the advertised positions (Public Service Commission [PSC], 2018). One of the main reasons behind high attraction towards government employment is the job security as the laws on civil service are "very protective" (The Asia Foundation, 2012, p. 15). Such attraction is associated with the social prestige provided by the society in such employments.

Though sub-categories except *informal private organizations* are formal, their sequencing from the left to right is made based on the basis of government employment. So, the sub-category of *Government Organizations* (as Civil Servants) is placed in the very left side of the typology and *Other Government Organizations* are put next to it in the right side. Similarly, organizations under the sub-category of *Corporate Bodies* are placed in the next to the *Corporate Bodies* and other two remaining sub-categories—*formal private organizations* and *informal private organizations* are placed in the right edge of the category.

Thus, the developed typology includes major five categories and relevant sub-categories under four categories as mentioned in the above sections. One category of informal skills learning place— based on modernity of occupational sector— has only two sub-categories. The typology also tentatively presents formality of the particular sub-category of

informal skills learning place. The formality of the employment (i.e. informal skills learning place) increases towards the left side and decreases towards the right side of the typology. For instance, *Agro-forestry and mining* sub-category under the category of ‘Industry Sector of Employment’ has less formality in comparison to *Professional and ICT sector* which is placed at the left edge of the category.

### **Reflections**

Despite the extensiveness of informal skills learning in Nepal, it is less known where actually those learners do work and learn their skills. This paper has presented a typology portraying the places of employment occurring informal skills learning under different categories and their subsequent sub-categories. It also displays tentative direction of increment and decrement of formality of those employment places.

Informal skills learning is less researched area in Nepal. This is the first attempt of preparation of such typology. The TVET system of the country is expected to be benefitted from this typology in identification of informal skills learning places and their inclusion in the policy provisions such as development of national occupational skills standards (NOSS) and designing TVET courses focusing on those huge size of informal skills learners particularly working in the sector of informal and traditional occupational sectors. Furthermore, TVET planners, managers and general academicians and scholars are also hoped to be benefitted from by using the typology as an analytic tool.

However, this typology could be more comprehensive if sufficient information were available. One of the major challenges I faced while writing this paper was the lack of sufficient data on the categories and sub-categories of employment places included in the typology. Furthermore, the sequencing of the sub-categories under each categories is done based on the nature of the individual category. For instance, under the category-3 ‘Regularity of Employment’, time-bound employment is considered as more formal than work-based which

always cannot be the case. So, this sequencing of the sub-categories should be taken subjectively rather than comparing them objectively.

Nevertheless, it is claimed that this typology can serve as a sketch for development of such typology in other similar context and also in future enhancement and shaping of the informal skills learning places in Nepal. Association of this typology with social prestige obtained by the informal skills learners; and educational qualification of learners can be another major field for future researchers.

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